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ABSTRACT

The purposes of this paper are to: (1) demonstrate the absolute necessity for foreign language study; (2) dispel some of the fancies or fantasies that have grown up concerning the learning of foreign languages; and (3) suggest various alternative programs in foreign language study and possible ways of implementing them. Some of the fallacious ideas argued against in this paper are: (1) FL study is valuable only for those preparing to teach or become interpreters or translators. (2) North Americans cannot learn foreign languages as easily as Europeans or Asians. (3) All foreigners, especially educated Western Europeans, speak several languages, including English. Also discussed are the ways in which FL study can help students in the goals of learning to live, learning to learn, learning to use language power and learning to make a living. Some of the alternatives discussed for including foreign languages in the curriculum include: (1) the long, uninterrupted sequence, from the early grades through college; (2) a six-year, five-level sequence; (3) the basic four-year high school sequence; (4) a culturally oriented FL course for slow students; (5) prior to the regular sequence, an exploratory language course; (6) the interdisciplinary approach; (7) intensive courses; and (8) languages for particular jobs. Factors in successful implementation are also discussed. (RM)

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FOREIGN LANGUAGE STUDY

FACT AND FANCY

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PREFACE

Our world is one in which the fate of nations may depend on the exact nuance of meaning of the latest cease fire proposal. Our world is one in which "détente" has become the French word most known and used in Russia and the U.S.A. Our world is one in which lack of understanding of other cultures still produces not only the ethnic stereotype so much exploited by a certain class of comedians, but untold human suffering, misery and degradation as well. And our world is one in which the barriers of time and distance have been reduced to a day's travel. In such a world the value of foreign language study, and indeed its possible elimination from the curriculum of our schools, is being debated once again. The purpose of this paper is threefold: first, to demonstrate by hard facts the absolute necessity for foreign language study; second, to dispel some of the fancies or fantasies that have grown up concerning the learning of foreign languages; and third, to suggest various alternative programs in foreign language study and possible ways of implementing them.

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FOREIGN LANGUAGE STUDY
FACT AND FANCY

A few decades ago a man might be born, grow up, live and die without having traveled more than a short distance from his birthplace. And if he were born in any part of the U. S. A. other than the great urban centers, he might very well live out his whole life without once coming into contact with anyone whose language or culture differed from his own. Of course his clergyman might have studied Greek, Latin and Hebrew, but only because these languages were required of seminary graduates. He certainly did not speak them, and knew little of the cultures they represented. In some secondary schools, Latin was offered to those students who planned to attend college.[1] In some secondary schools, a modern foreign language was also taught. But no one spoke it, least of all the teacher. Nothing of its culture was taught, and the major concept students gained of its native speakers was that they were uneducated, dirty, lewd, lascivious papists, if not worse.

Today's world would certainly cause yesterday's citizen to suffer a severe case of future shock. The world he knew has disappeared. In this age of guided missiles, spaceships and Telestar, the U. S. A. is no longer protected or isolated by encircling oceans. Citizens of our nation are living and working in almost every country on earth. Millions of American

tourists vacation in some other country each year. And each year millions of tourists from all parts of the world come to the United States. International commerce and industry continue to expand at a fantastic rate. And decisions made in the Middle East drastically change the life style of citizens of Des Moines, Iowa, for example. Today, our society is no longer bounded by county or state lines or by our national borders. Today, like it or not, we live in an ever-shrinking world, in an internationally and multilingually competitive society. Today, like it or not, the destinies of all men under the sun are inextricably interwoven.

Today's student must face up to today's and tomorrow's realities. And today's schools must prepare students to live and work in a society whose only certainty is uncertainty and whose only constancy is change. What type of curriculum can schools offer students to prepare them for such a society? Curricular change is inevitable and will be constant as the schools seek to adapt and adjust to the ever-changing needs of our society. But regardless of how the needs of our society are reflected in curricular change, there are some basic human needs that today's student shares with his counterparts of remotest antiquity and of the most distant tomorrow. For these are basic human needs. Man has had them since his beginning. Man will have them as long as Man exists.

Stated very simply, these needs are four. Today's student needs to learn to live; he needs to learn to learn; he needs to learn to use language power; and he needs to learn to make a living.[2]

Before showing how foreign language study helps the student meet these needs as no other subject in the curriculum can, it will first be necessary to discuss and dispel some of the most persistent of the many fallacious fancies about learning another language.

One of the most persistent of these fancies is that foreign language study is really valuable only for those preparing to teach foreign languages or to be interpreters or translators. This would be true if knowledge of the foreign language were the only, or the basic, or the primary skill an individual had to have to make a living. However, this paper is concerned not only with knowledge of a foreign language as the only, the basic, or the primary skill an individual has, but also with proficiency in a foreign language as an additional, complementary, or supplementary skill. A very simple example of this would be a taxi-cab driver in parts of New York City and Miami. In addition to knowing how to drive a cab, in addition to a thorough knowledge of the city, and in addition to courtesy, tact and a sense of humor, today's taxi-cab driver in these areas would greatly benefit, financially at least, from a basic knowledge of conversational Spanish. A more striking example is that of the many men trained in Space Age Engineering who were suddenly without jobs because they had only one marketable skill. When the U. S. market demands for that skill were drastically reduced, these men were suddenly job hunting. How easily each of them could have secured another and more lucrative position in his own field, had he possessed one additional skill: competency in a foreign language such as German,

French or Russian. Such competency would have guaranteed him a job in a country where people with his technological training are still in great demand. As will be pointed out later in this paper, proficiency in a foreign language often makes the difference between success and failure in thousands of different jobs, ranging all the way from a cab driver to a space engineer.

Another fallacious fancy that has survived far too long, and that should at long last be laid to rest, is the very peculiar belief that North Americans really cannot learn foreign languages as easily or as well as Europeans, Asians, or Russians. This particular fancy springs from several roots. The first of these is the vast horde of students who did only the absolute minimum amount of work necessary to pass a boring but required foreign language course, taught by a boring and bored professor, and who therefore gained little proficiency in the language skills. These students, unwilling to shoulder the blame for their own lack of work, have long helped to perpetuate the myth that we simply cannot learn a foreign language the way people in other countries can. The millions of Americans on guided tours abroad, and the millions of American military men on Rest and Recreation leave in a foreign country, find their every need catered to by foreign nationals whose command of English is equal to any request. The millions of tourists and military men remark how fluent the foreigners are in English, and help perpetuate the notion of some special linguistic ability that is lacking in Americans. They forget that proficiency in English is an absolute necessity for the foreign national, if he or she is to be able to sell other skills and services to monolingual speakers of English.

On the other hand, however, thousands of American businessmen who must sell their products in other countries--and thousands of missionaries, Peace Corps workers, exchange students and teachers, who must live and work in another country--have proved that Americans can and will learn a foreign language as easily and as well as a person from any other country, when the American needs to know the foreign language and has an opportunity to learn it.

The truth is that Europeans, Asians and Russians do not possess a higher degree of linguistic ability than do Americans. The truth is that Americans have as much native linguistic ability as people from any other place on earth. The truth is that Americans can and do learn another language when confronted by the need and the opportunity.

Another fallacious fancy, which is most quoted by those who have traveled least, is that all foreigners, but especially the educated Western Europeans, speak several foreign languages, one of which is always English. This is simply not true. The European, like his American counterpart, learns a foreign language when he wishes or needs to. It is true that a higher percentage of Europeans need a foreign language or two in order to make a living. Therefore they learn what they need to know. It is also true that the schools in most European countries require the study of one or more foreign languages for an extended period of time. But Europeans are not linguistic geniuses, nor do they have an extraordinary love for the concentrated study that proficiency in a foreign language demands. They have no more native linguistic ability or love for foreign language study than the average American. The truth is that many educated Europeans are

proficient only in their mother tongue. They have studied a foreign language or two, but like the majority of American students, they studied just enough to pass the required courses and then promptly forgot what they learned. Any American who has studied in a European university, taught in a European school, or who has traveled extensively in Europe on his own (not as a member of a guided tour), is well aware that there are many monolingual educated Europeans, even monolingual European educators. And odd as it may seem, there are even cases on record in which a multilingual American served as interpreter for groups of Europeans from two different countries.

Now that these fancies about foreign language study have been exposed to the light of truth and seen to be fallacious, it is time to consider in detail how foreign language study helps today's student meet the four basic needs that are common to all mankind.

LEARNING TO LIVE

Students of all times and places need to learn to live. What does this simple statement mean? It means that the student needs to learn to enjoy a rich cultural life, and to develop his own particular interests and capabilities to the fullest, during his leisure time as well as on the job. It means also that the student will learn to appreciate other areas of work and other sets of values different from his own. It means that the student will learn to develop and maintain desirable interpersonal relationships no matter where he may find himself. When he has

learned this, he has made a gigantic step toward learning to live.

How does foreign language study help the student learn to live? In order to answer this adequately, we must take a close look at the nature of language itself. First of all, language is uniquely and totally human. Although other species may have limited means of communication, true language usage is limited to Homo sapiens. And it is language that makes us "sapiens" instead of something else. Languages bridge the gap between soul and mind, as well as the equally large gap between "you" and "me." The study of languages forms the core of the humanities, and it is the only durable road to cross-cultural understanding. It is only through foreign language study that we have access to the deep culture of another people, for the language of a people embodies, expresses, molds, and limits their culture.

Through study of a foreign language, one begins to understand why "Machismo" is one of the strongest cultural values of the hispanic world; one realizes that the "frivolous French" are not really frivolous, and one becomes able to fathom the "inscrutable Oriental." Through study of a foreign language, one learns to appreciate the art, music, opera, and theatre of another people, as well as their literature, history, and civilization. Only as a student learns to appreciate the richness of a culture different from his own, and only as he realizes that its difference does not make it inferior to his own, will he become a well-rounded individual ready to live life to the fullest. H. H. Stern has expressed it thus: "The learning of a second language must be regarded as a necessary part of total personality formation in the modern world,

since it should enable a person to live and move more freely in more than one culture and free him from the limitations imposed by belonging to and being educated within a single cultural group and a single linguistic community."[3]

For students in the U. S. A., one of the most important facets of foreign language study is that it guarantees against the provincialism and parochialism that threaten a nation isolated from her neighbors, or a person isolated from his peers in other cultures. Provincialism and parochialism are particular weaknesses of large segments of our society, and they make it extremely difficult for a student to really learn to live. Unfortunately many Americans have an almost traditional and automatic hatred of anything different or foreign to our society, even though all elements of our society are foreign except for the American Indian. This shows up particularly in the hatred of "foreign" minorities, whether they be Blacks anywhere, Spanish in the Southwest and Florida, Japanese and Chinese on the West Coast, White Anglo-Saxons in Hawaii, Basques in Idaho, and so on. Through the study of another language and culture, the student develops an attitude which will lead to understanding and communication. He will begin to realize something of what it is like to walk in the other man's shoes, or in the other man's skin. The distinguished scholar, Dr. Paul Hazard, has summed up beautifully the contribution that foreign language study makes to helping the student learn to live:

> "It is the task of foreign language professors to get young minds accustomed to get out of themselves,

> out of their normal environment, to come into contact with other forms of expression and thought and thus enrich them by making them more supple. It is their task to break down their narrow horizons and make them partake of (and contribute to) the existence of the world. It is their task also to struggle against the invasion of technology and machines, by reminding them that man's ideal does not consist solely in enslaving matter for his needs but also to multiply his powers of life through the acquisition of a better nourishing thought, a more delicate sensibility, and a more fraternal soul. . . . It is their task to make others understand that humanity is not limited to a single moment - the present - nor to a single nation - however powerful it might be; rather it is their task to link the present to the past and the nation to all other nations, while preserving both the memory and cult of the desperate shouts, songs of love, hymns of hope, epics, comedies, dramas, which the most divine of the sons of men, geniuses, have scattered in space and time."[4]

LEARNING TO LEARN

Any subject in the curriculum could claim that it has a great deal to do with helping the student learn to learn. And every subject making this claim would be correct. However, the claim of foreign languages is unique. Not only does learning a foreign language help a student learn to learn, but it actually improves

his learning potential. Learning a foreign language increases intellectual capacities by exercising analytical and synthetic faculties, memory, attention, etc. Scientific studies have shown that bilinguals perform better than monolinguals.[5]

Learning a foreign language, especially during the first and second levels, develops will power and self-discipline which are particularly needed for the assimilation of speech patterns and vocabulary. We all remember reading and laughing about the 19th Century faculty psychologists who believed that the brain was a muscle to be strengthened. Learning Latin was often cited as a particularly good brain-muscle-building exercise. Laugh as we might at such an idea, the 19th Century psychologists may have been right--not in thinking that the brain is a muscle to be exercised--but that foreign language learning is so rich in intellectual skills, cognitive operations, thinking processes (call them what you will) that a person is different intellectually as a result. He is a different and stronger thinker. The 20th Century studies of the effects of bilingualism have suggested that this might very well be true.

Learning a foreign language not only helps the student learn to learn, but as he continues his studies, especially in graduate school, the foreign language itself helps him in learning. Due to his knowledge of a foreign language, he is able to acquire authentic first-hand knowledge in the original language and learns to avoid second-hand information. In any discipline, knowledge of a foreign language is indispensable to research. Those who say that everything of importance is translated into English simply are not very well

informed. The noted scholar, William R. Parker, comments on this:

> ". . . the inevitable faculty member who shamelessly exhibits his own ignorance by announcing, 'Everything of any importance is available in English' or, 'I've forgotten all the French and German I ever learned, and I've got along all right.' There is not much to be said to end the embarrassed silence or nervous titters that such confessions usually produce. Blind men 'get along' too, but the difference is that one can admire their triumph over handicap. Nothing is to be gained by arguing that faculty products of liberal education are dubious molders of its future."[6]

Of all the important scholarly work done in other languages, much of it is not available in English translation. Translations usually reach the English reader at least one year after the work was originally published. But even if the percentage of translated material were extremely high, and even if it were available shortly after its original publication, there would still be an impressive amount of original scholarly material not available to the researcher who does not know one or more foreign languages. Parker further claims the following:

> "Real scholarship, however, requires such breadth and understanding that it is doubtful that a man who is not well equipped to go beyond the limits of his own language can be considered a true scholar. Nor is it desirable in a period when different countries are coming more and more into contact with each other to allow the future leaders of thought to isolate themselves behind the barrier of their own language. . . . The whole case against language is based upon a concept of graduate work as technical training rather than as training in scholarship. In fields where technical training rather than scholarly training is desirable, some other degree than the Doctor of Philosophy should be conferred . . . and the Ph. D. should be retained for scholars."[7]

In summary we may say that learning a foreign language opens the mind of the student to other ways of thinking and it disciplines and broadens his learning potential. Not only does foreign language study help him learn to learn, but proficiency in a foreign language continues to help him grow intellectually as long as he lives. Professor Parker sums up the whole matter, by asking the following:

> "What will be true of a student with no experience of learning a modern foreign language?"
>
> He answers: "(1) He will have missed an intellectual experience which has been integral to the humanistic tradition in universities of the Western world from the remotest beginnings. (2) He will lack a perspective on his own language--his linguistic horizons will be fixed. This will be especially conspicuous because he is a citizen of a multilingual world. If he travels, he will have to depend on translations (when they exist--and for those written items that a translation can be substituted for) or knowledge at second hand."[8]

LEARNING TO USE LANGUAGE POWER

"Go to, let us go down, and there confound their language, that they may not understand one another's speech." Genesis 11:7

Since different languages first existed, attempts to create better understanding among men and nations, and to exchange ideas, research, and to know each other better, have been held back by the language barrier. The sound barrier has been broken; marvelous

advances have been made in every phase of technology; men have walked on the moon; no place on earth is now more than a day's travel from any other place; but the language barrier is still with us. And this language barrier is still the major obstacle on the road to world understanding. As students learn foreign languages, they break the language barrier and acquire language power. Language does have a power all its own. Language power, and the tragedy of lacking language power, both have been and still are grossly underestimated in the United States of America. It was lack of language power that resulted in our first use of nuclear power against the Japanese.[9]

Every society considers its language as one of its distinguishing marks and most precious possessions. Every society feels a strong kinship with other groups that speak its language. The ancient Greeks had an unflattering word for foreigners: "stammerers." They transmitted the pejorative undertones of this word to the Latin "barbari," and to its derivatives in the modern European languages. On the other hand, any society that adopted the Greek language as its official tongue was welcomed into the Greek nation. The same phenomenon is true in Mexico today. When an Indian learns Spanish, he is accepted as a full member of Mexican society. He has acquired language power, and this language power is strong enough to overcome his Indian background, and even strong enough to elevate him to the highest office in the land.[10]

In today's world, language power is more necessary than ever, not only for acceptance by others, but for our very survival as a free society. Over the past century, the United States has never

considered itself a real enemy of Canada, England, Australia or New Zealand. Why? We have one thing in common - a language. And this common bond of language is powerful enough to ensure that we remain allies, in spite of our often differing and directly conflicting interests in many parts of the world. In our own society here in the United States of America, we say of someone particularly close to us, "He speaks my language," or "We speak the same language." On the world scene, it is an inescapable fact that our first allies will always be those who speak "our" language - linguistically, culturally, and politically.

If to have an ally in the world, all we need to do is to learn his language, then this is indeed a cheap price to pay --cheap indeed for parents with children who will have to solve tomorrow's problems with power--language power or some other kind. A particular example, of the greatest national importance, is the 1800-mile border to the south of us. If we can defend that border with language power and cross-cultural understanding instead of guns, then we shall have to the south of us allies just as strong and sure as are our Canadian friends to the north of us.

Learning a foreign language, and something about the culture it embodies, is the first step for a student or a society wishing to use language power instead of brute force in dealing with others. Failing to realize the critical importance of knowing another language and its culture has for years caused the United States to be a source of amusement or even outrage in foreign capitals because of our choice of monolingual ambassadors. James Reston in 1960, complaining about the fact that our ambassadors to France,

Belgium, the Netherlands, Norway and many other important countries lacked even the slightest facility in the local language, summed up the thinking of Europeans perfectly when he wrote, "Sending a United States Ambassador to Paris who cannot speak French is like inviting the French Cabinet to lunch and serving them hamburgers."[11] This situation has not noticeably improved even today. But just imagine for a moment our reaction if France, Russia, Germany, or any country on earth sent a non-English speaking Ambassador to Washington!

This lack of language power on our part has seriously affected our capability for international understanding and friendship. This is, and certainly should be, a matter of great concern for the whole nation.

When the Congress of the United States passed the National Defense Education Act in 1958, it established the principle that foreign language learning must be considered a matter of national defense. This was, and is still, the correct interpretation of the matter. Today, when international relationships are increasing daily in number and complexity, Americans with language power are needed more than ever before. Today it is undeniable that proficiency in another language and knowledge of another culture are more important to us than ever before.

The image of the "ugly American" is due both to the monolingualism of the vast majority of Americans and to their provincial prejudice against other peoples, cultures, and languages. Only as our students are taught to speak another language and to feel at home in another culture will they, and we as a nation, learn to use the innate language power that we have. Only then will we be able

to make our point with words instead of dollars or bullets. And only then will we be able to take our place in the councils of mankind as linguistically and culturally mature world citizens.

Language has a power of its own. John F. Kennedy knew this and proved it with his simple statement, "Ich bin ein Berliner." It is only through foreign language study that our students will learn to use language power to its fullest. They will only develop language power to the extent that our schools provide opportunities to attain proficiency in a foreign language and understanding of a foreign culture.

LEARNING TO MAKE A LIVING

"Those who can, do; those who can't, teach."

G. B. Shaw

And some anonymous teacher once capped the Shaw quotation by remarking that "those who can't teach, teach teachers." Until very recently, when questioned about how one could make a living with a foreign language, the classic answer was, "Well, you can be an interpreter or a teacher." Interpreters and translators are still needed, and according to recent reports, they are in very short supply, even at the United Nations. And teaching a foreign language is still an honorable, enjoyable, and rewarding occupation. Foreign language teachers or teachers of other subjects who know a foreign language have countless opportunities not only here in the U. S., but literally all over the world.[12] For the purposes of this paper, however, a look will be taken at the role proficiency

in a foreign language plays in a career other than those of teaching and interpreting-translating.

For too long foreign language teaching and learning have been geared solely to language for language's sake. This is still a valid concept, but there is another and equally valid reason for teaching and learning a foreign language. It is high time to give much more consideration to foreign language proficiency as a useful tool. This use of a second language as a tool rather than as an end in itself is so new that it is practically heretical in the thinking of many foreign language educators. However, history has shown repeatedly that today's heresy may be tomorrow's orthodoxy. Aside from foreign language educators, this different concept of the rationale for foreign language study is probably completely alien to the thinking of educators in other fields, to say nothing of that of the general public.

However, all concerned with foreign language teaching and learning must begin to understand that just as the typing skill offers personal rewards and serves as a useful tool for employment, proficiency in a foreign language can also fulfill both of these objectives. Today's student demands that his courses be "relevant." Nothing is more relevant than getting a job. When a student is filling out an application blank and comes to the section marked "Additional Skills," he should know that proficiency in a foreign language will often determine whether or not he gets the job. It will also have a great deal to do with his promotions and with his keeping his job. For even when the foreign language is an <u>additional</u> skill, it will many times turn out to be the <u>essential</u>

skill, the one that makes the difference.

Let us look now at a few of the fields that are open for a student who has a marketable skill, almost any marketable skill, plus proficiency in a foreign language.

BUSINESS AND COMMERCE

Big business is now international in scope. Thirty-two hundred U. S. firms have branches in other countries. The value of their investment abroad totals more than 86 billion dollars. Fifteen hundred foreign businesses have branches in the U. S.

Selling American products abroad, especially consumer products, requires a knowledge of the foreign language and the culture. Knowing the local language and cultural mores will unlock the door to success. A U. S. business representative who does not know the local language will have to rely on local interpreters. This practice can be very disadvantageous as well as costly to his firm, and will certainly not help his sales or enhance his chances of promotion.

These international companies need, both at home and abroad, employees at all levels--executive, managerial, technical and secretarial--with proficiency in other languages and knowledge of other cultures. The companies need such people in the home office as well as abroad, because more and more businessmen are coming from other countries to purchase equipment and materials in the U. S. They expect to be sold the produce in their own language. This is startling to many Americans, for we are accustomed to being the big spenders, the ones who buy the most, all over the world. And we are accustomed to buying in English. It is quite true that a man can

buy anything he wants, anywhere in the world, using only English and dollars. But selling is a different story. In order to sell, either here or abroad, one must speak the customer's language. A good example of what happens when one does not speak the customer's language is the following:

> An American manufacturer of laundry and dry-cleaning equipment brought, at great expense, a rather large group of French laundry owners to this country to buy American equipment for their businesses. None of the Frenchmen could communicate well in English and the American company would not, or what is more likely, could not provide them with interpreters or translated promotional materials. The French businessmen were subsequently invited to Germany where they were wined and dined by French-speaking German businessmen. Consequently, a 75-million-dollar order for laundry equipment went to the Germans.[13]

The point here is that foreigners, just like Americans, consider people who refuse to communicate with them in their own language as being arrogant.

How about here in North Carolina? More than 400 North Carolina firms have branches abroad. These 400 firms require a fantastic variety of linguistic skills at all levels, from the executive to the secretarial. And North Carolina actively seeks foreign firms that will open branches here. Already there are 69 foreign firms from 12 different countries operating in North Carolina. Already there are more than 15,000 native speakers of Spanish living in our state.[14]

World markets have long played a big role in the North Carolina economy. Of the 50 states, North Carolina ranks eleventh in its total volume of exports. And North Carolina is number one in the export of tobacco, textiles, and furniture. Our total volume of export sales is more than 700 million dollars annually. The volume of imports exceeds 300 million dollars. Thus exports and imports have a billion-dollar impact each year on our economy.

But what about the student who is not interested in Business and Commerce? Are there other fields in which proficiency in a foreign language will help him find a job, help him get promoted and help him keep his job? The list of such fields is almost as long as the complete list of all fields of work. A very short list of such opportunities would include:

Civil Service
Local Government - Federal Government: Foreign Service, USIA, Peace Corps, Vista, Office of Economic Opportunity

Education
Research - Teaching - Administration - Schools Abroad - Teacher Exchanges - Government and Company Schools Abroad

Law
Legal Aid - International Law - International Business

Library Science
Cataloging - Reference Libraries - Archives - Academic Libraries - Area Studies Specialists

Media
Journalism - Radio and Television - Film Industry - Publishing

Science
Research - International Cooperation - Science and Industry

Service
Health Services - Social Work - Religious and Missionary

Social Sciences
Anthropology - Political Science - Sociology

Travel and Tourism
Hotels and Motels - Transportation

What about real concrete job openings today? The following list was compiled from the jobs offered in recent issues of the New York Times and has appeared in many foreign language newsletters.

Business administration:

Western Hemisphere Coordinator for Employee and Industrial Relations. International manufacturer of Industrial packaging seeks such a person, 5 to 10 years experience, Spanish fluency essential, considerable travel involved, starting salary $12,000-$16,000.

Assistant Sales Manager, Germany, to direct financial activities of new affiliate in Germany. Candidates must have background in financial management, working knowledge of German, liberal overseas benefits.

Canadian General Manager, business equipment marketing for major international organization. Will be our No. 1 man in Canada. Candidate must speak French and English.

Export Sales Engineer, minimum five year's experience, diplomatic personality, foreign language essential.

Computer Scientist, International Consulting Firm for European division with worldwide operations, seeking several computer scientists. Applicants must be competent in at least one foreign language, as well as one computer language.

Librarians:

Reference Librarian for United Aircraft Research Laboratories, several openings. Must have B. S. in Physical Science and Master's degree in Library Science, plus a familiarity with one or more foreign languages.

Catalog Librarians, two positions in large university library, MLS and two or more foreign languages required.

Secretaries:

American Law Firm, Champs-Elysées, Paris, seeks two secretaries, knowledge of English and French.

German-English Secretaries, Mercedes-Benz, in New Jersey. If your typing is above average, if you can take shorthand in both German and English, generous benefits.

German-English Secretaries, export company offices.

German-English Secretaries, machinery importer, excellent working conditions.

43 ads in one Sunday edition of the Times for Spanish-English secretarial opportunities in New York City alone:

Latin-American Division of International corporation wants secretary capable of independent work and ability to handle correspondence in Spanish and English.

Advertising Agency, dynamic VP seeks Spanish-English speaking secretary with excellent skills; college education helpful but not essential.

It is quite clear from the data presented that proficiency in a foreign language is indispensable to many careers. Today's job market is uncertain; tomorrow's opportunities are no more definite; therefore, the best advice which any student can receive is to prepare himself or herself in as many areas as possible so as to offer more skills to a potential employer than others competing for the position. Knowledge of a foreign language, therefore, adds to one's credentials and may determine who is finally hired or promoted. Most assuredly, linguistic aptitude and familiarity with other cultures enhance anyone's job potential and suggest at the same time that the individual has greater verbal facility and more varied interests than candidates without such training and exposure.

There are few things more relevant than a job, and our schools should realistically reflect this fact. Considering the almost infinite job market opportunities for people who are proficient in a foreign language and who have another marketable skill as well, it is not unrealistic to state most emphatically that teaching foreign languages should be a primary concern of all educators

at all levels and in all academic and vocational areas.

To recapitulate briefly, it has been shown that foreign language study can help the student learn to live, learn to learn, learn to use language power and learn to make a living. However, if foreign language study is to be successful in achieving these results (if these results are to be desired), then the place of foreign language study in the curriculum needs to be examined in the light of cold facts. In order to do this it is once again necessary to dispel some fancies about foreign language learning.

In almost any drugstore, one can buy a book entitled Learn Spanish (or French, German, etc.) in Twenty Easy Lessons. The rapid sale of such books indicates a wide-spread fancy that there is some type of shortcut to learning a foreign language. There is no shortcut to proficiency in a foreign language. Learning a foreign language requires a great deal of very hard work for many, many hours. The work may be done in short, intensive, "total immersion" type courses, or in more extensive courses over a longer period of time. But either way, one becomes proficient in a foreign language only after many long, hard hours of the most concentrated mental and physical activity. There are no real shortcuts.

Many times people think and say that the best place to learn a foreign language is in the country where it is spoken, because then one will hear it all the time. He will just pick it up easily, naturally, as a child does. Except for young children and a few very exceptional adults, this just isn't so. While perfecting one's knowledge of a foreign language is best done in a country

where it is spoken, the basic skills in a foreign language are best acquired in the schools of one's own country, from a competent teacher who knows the particular difficulties his students will have in learning the foreign language because of interference from their mother tongue, and exact problems the foreign language will cause them, as native speakers of English, or Japanese, or whatever. Once the student has progressed to the point that he can readily understand and be understood by a native speaker of the foreign language, then he can benefit greatly from study and/or travel in a country where it is spoken. But to send an adult to the foreign country on his own to learn the language from the very beginning, just by "picking it up," would, as a traumatic experience, be worse than that of a terrified youngster who had never swum a stroke being tossed into deep water and left to swim or sink.

And then there's the parent who loudly complains, "Johnny has studied Spanish for three years in high school and he still cannot speak it!" In the first place, Johnny has not studied Spanish for three years. If absolutely ideal conditions existed in the school, he would have studied Spanish five hours a week, 36 weeks a year for three years. In other words, he would have spent 540 hours in the Spanish classroom. How much of that time he would have spent in actually studying Spanish is an open question. On the other hand, students who have studied Spanish for three years in high school are able to speak it. Not only that, they are able to study any of the subjects of the high school curriculum taught completely in Spanish and using materials written completely in Spanish. This was effectively demonstrated for three successive summers at the Academic

Center for Latin American Studies in Greenville, North Carolina. High school students from many different states, after only three years of high-school Spanish, performed successfully in all subjects taught, and they were all taught completely in Spanish.[15] In addition, the students and faculty used nothing but Spanish for the entire summer. These were the very best students, certainly, but they showed what could be done with a foreign language after three years of it in high school.

Another very strong and seemingly immortal fancy, one that is too often fondly embraced by guidance counselors and even by some foreign language teachers, is that foreign language study really is not for everyone. It is really intended only for the intellectually elite, for those who are going on to college. In other words, foreign language study is just what the mine owner's son needs, but it would be utterly wasted on the son of the coal miner. How anachronistic to find such a Medievalism still rampant in the Twentieth Century, in our nation.

Since ours is a democratic society, it would be well to remember that education, including foreign language study, is for everyone. Any student who has learned to speak, read, and write English, can, given enough time and motivation, learn a foreign language.

According to research, 80 per cent of all jobs in the U. S. A. do not require a college degree; there is a surplus of college graduates who have the B. A., but no marketable skill; there is even a surplus of Ph. D.'s.[16] Interestingly enough, a high percentage of the jobs requiring or asking for proficiency in a foreign language, in addition to another skill, are within the 80 per cent not requiring

a college degree.

Foreign language study is for all students who wish it. Any student who expresses a desire to study a foreign language should be permitted to do so, and to continue studying it for as long as he can benefit from it. This foreign language study may not be cast in the same mold for all students, but it should be available for all students.

Foreign language study is much more important for the student who is not going on to college than it is for the college bound. For most students who terminate their formal education at the twelfth grade, or after two years at a technical institute, the high school offers the last opportunity they will have to learn another language and to learn about another way of life.

Students who are disadvantaged culturally or financially or both, students who have a consistent record of failure, students who are not among the most gifted with intelligence--all can benefit from foreign language study. Personal satisfaction and a heightening of educational morale can result from foreign language study. And when the initial stages of foreign language instruction emphasize listening and speaking, students can also benefit in their English speech habits. Above all else, if they gain nothing more from the course, a window on the world will be opened for these students by foreign language study, a window that otherwise would remain closed forever.

Having cleared away some of the more obvious underbrush of fallacious fancies from the path of foreign languages, it is time to look at some of the different alternatives that are possible for

including foreign languages in the curriculum in such a way that all students will experience success in one or more of the four basic things with which foreign language study helps them.

We shall begin with the best. After all is said and done, the best route to follow for mastery of a foreign language and understanding of its culture is still the long, uninterrupted sequence. Ideally this sequence begins in the early grades. It is continued through Middle School and/or Junior High School. It is continued through the twelfth grade. Then in college, if the student does not major or minor in the foreign language, he at least takes enough work in it to maintain his proficiency. Somewhere along this route, the student spends a summer, a semester or a year in a country where the language is spoken. Is this an impossible dream? Not at all. Students in the very best private schools of this country have been following this route for decades. Whether or not it is possible in our public schools depends on the importance we place on such a long sequence of language study for all our students. Do all our students have the right to benefit from such an ideal sequence, or is it a luxury to be reserved for the very rich?

A second plan, more easily achieved by more schools, would be a six-year, five-level sequence. Such a sequence begins in the seventh grade with a half-hour of foreign language study daily. The same schedule is used in the eighth grade, thus enabling the students to complete the first level of work in two years. In the ninth grade they enter the second level, in the tenth grade they have the third level, etc.

A third plan is the basic four-year sequence in high school, grades 9-12. This should be the absolute minimum offered in most schools for most students.

Sometimes the ninth grade is taught in a junior high school where no foreign language is offered. In such a case, the senior high school is limited to offering three years of the foreign language.

And then there are always those students who postpone beginning a foreign language until their junior year in high school. For them, of course, only two years will be available.

In any sequence that lasts longer than two years, strong emphasis should be placed on diversification of the foreign language sequence, beginning with the third level. Such diversification might include mini-courses, independent study, semester courses, individualization of instruction with student contracts, etc., or any combination of these.

Another possibility, and one to be strongly recommended, is a culturally-oriented foreign language course for the slower student. In one North Carolina high school such a Spanish course has been developed specifically for students with low reading scores or low aptitude, with the purpose of exposing them to people whose language and life styles differ from their own. By exploring a variety of methods which might allow the disadvantaged student to succeed, the course attempts to make each learning activity a visual, hands-on experience in which the student participates energetically. The approach to culture relies heavily on the observations and experiences of Spanish-speaking people who are invited to the class, and

on films, slides, filmstrips, and other media. The course is a one-year terminal course open to students in grades 9-12, and has been very successful. Some students have experienced success in school for the first time. All the students have had that "window on the world" opened for them.

In some junior high schools and middle schools in systems where a regular foreign language sequence is not begun below the ninth grade, foreign language courses which are exploratory in nature are offered. If these are truly exploratory courses, the student should find out what foreign language learning is really like, through actually studying one foreign language for a few weeks or months or a whole semester or a whole year. Also he should be able to build on this experience in a long sequence and/or learn more easily another foreign language. Courses which introduce the students to a smattering of several different foreign languages are not truly exploratory, since the time spent with each language is too short. Furthermore, these courses are based on the mistaken idea that after a few weeks' contact with several languages the young student will be able to choose the best one to study in a long sequence. This is surely not so. Such courses can even be dangerous if their activities are used as criteria by which to judge the regular foreign language courses. In such a case, they may have a negative effect on the entire foreign language program.

Another direction which offers exciting possibilities for the secondary foreign language program is the interdisciplinary approach of integrating foreign language study with other areas of the curriculum. A science course taught in German, World History taught

in French, Current Events taught in Spanish--all these and other such courses have been offered and students have earned credit in the foreign language and in the other discipline. Descriptions of more than a dozen similar attempts in cross-cultural studies are presented in an article which appeared in Foreign Language Annals.[17]

Another possibility which is just beginning to be explored in the public schools is what might be called a "crash course." These are very intensive courses. The student studies only the foreign language in six hours of class work each day, plus having three hours of lab and homework. For nine weeks, a summer, or a semester, the student has as much "total immersion" in the foreign language as possible. In some cases his weekends are spent with native speakers of the language. In other instances the summer of foreign language is carried on in a summer foreign language camp, where the students actually live in cultural isolation, separated physically and linguistically from the English-speaking world at their borders. These crash, intensive courses could be for the absolute beginner, for the intermediate student, or for the advanced student who wishes to perfect his knowledge of the foreign language and explore some particular area of the language, its literature, history or culture in depth. The success of such crash courses has been shown for years by such private language schools as Berlitz. The military language schools have used the same approach with extraordinary success. And the thousands of students who have survived the summer language schools at Middlebury College, Middlebury, Vermont, can give eloquent witness to the value of such courses.

One of the newest ideas to appear in linguistic circles is the foreign language course designed to meet a specific employment need. For example, there is an ever-increasing need for bilingual secretaries. Our technical institutes and community colleges are ideally suited for offering such courses.[18] The content of such courses, which presupposes little or no previous study of the foreign language, would consist of basic conversation, and basic cultural mores and customs, plus very intensive work in the specialized vocabulary and cultural knowledge needed for the particular job. Some examples would be: Basic Spanish Conversation and Culture, plus Intensive Spanish Language and Culture for secretaries, doctors, dentists, nurses, clergymen, policemen, and social workers. The list and the possibilities are almost endless.

Another possibility, which affords excellent publicity for the profession, is to have extension courses offered by a college or university at night or on Saturdays. This is one way of presenting either credit or non-credit courses, in specific language areas, to the student body and to the whole community. Such courses might be basic courses in conversation and culture.[19] They might be fun courses in arts and crafts, or in singing or dancing, the theatre, etc. The content of such courses is limited only by community interests and needs.

These are some of the alternatives available in foreign language study today. The question of how to implement one or more of these ideas immediately arises. Foreign language educators can come up with marvelous ideas, but the school administrators, at all levels, make the final decision as to what will be included in the curriculum.

In order to have a successful program in any of these alternatives suggested for foreign language study, some things are absolutely necessary.

First of all, there must be students to fill up the classes. The time has come when foreign language teachers must descend from their ivory towers and go out into the marketplace to sell their wares. We may not like this idea--we probably have had no training in either the hard or soft sell--but the fact is that we can no longer expect students to come to us. We must go out and bring them in. In order to do this, we must sell foreign languages to the students, the parents, the administration, the guidance counselors and the general public. It is especially important to have a well-informed administration and guidance team who are on our side. Only we, as foreign language teachers, are capable of doing this selling job. We are the only ones who will do it. We must do it.

In foreign language teaching, the success or failure of an idea rests squarely on the shoulders of the teacher. Before we can sell students, parents and administrators on foreign language study, we must have competent, enthusiastic foreign language teachers. Fortunately, there is no great shortage of such teachers today. The N. D. E. A. Foreign Language Institutes, greatly improved university training, foreign travel and study, and a new growth of professionalism have all aided in making the majority of foreign language teachers extremely well prepared to do the job.

Another factor that needs to be considered is the full utilization of community resources. The foreign language teacher, however

competent, cannot do the job alone. Local college students and advanced high school students are often very willing to help tutor slower students, assist in various projects, help teach the beginning high school classes, teach exploratory courses in the junior high school or middle school, or even begin a FLES program in the local elementary school.[20] The native speakers of other languages constitute a particularly valuable community resource. They are usually willing and eager to help in any way to promote the teaching of their mother tongue. In addition to doing the same type of work done by college and high school students, they can serve as the very best resource people in presenting the foreign culture to the students. They are also invaluable in maintaining and improving the foreign language teachers' command of the language and their understanding of the culture it portrays. These native speakers can also be utilized as teachers in many of the alternatives suggested. For example, a Spaniard living in Harlan, Kentucky might be a true "aficionado" of bullfighting and have a vast amount of material on this subject, plus knowledge gained from many Sunday afternoons spent at the bullfights in Spain. A mini-course on bullfighting taught by such a person, with the leadership and guidance of the classroom teacher, could be a sell-out. Native speakers could also be used in crash courses, for weekends in the foreign language, and for summer camps. Courses taught to meet specific employment needs would certainly be a marvelous opportunity to use native speakers who are already employed in a particular field of work. For instance, think of the help a truly bilingual secretary could offer in a course designed to train students to become bilingual secretaries. Or,

think of the help a Spanish-speaking policeman, or former policeman, could offer in a course designed to teach basic Spanish conversation to the local police force. The possibilities are many and varied.

Another factor which is absolutely essential to the success of any of these alternatives is the old fashioned virtue of patience. It takes time to sell students on the idea of studying a foreign language. It takes time for foreign language teachers, guidance counsellors and administrators to realize that foreign language study is really for all students. It takes time to develop the materials needed in some of the alternatives described.

Most of all, it takes time to acquire the language skills and cross-cultural understanding which are the dual objectives of any foreign language program. In spite of all the marvelous technological advances of the last decades, there is still no such thing as an "Instant Spanish" pill, which, taken with a shot of tequila, will give a student immediate command of the language and knowledge of Mexican cultural patterns. It takes time and patience to develop language skills, cultural knowledge, and a good foreign language program.

It also takes a lot of hard work and cooperation. Success in any of the alternatives described will necessitate an unbelievable amount of hard work on the part of all concerned - the teacher, the students, the parent, the administrators, etc. Only as all involved, at all levels, are willing to work hard, and to work together in a spirit of cooperation, will the study of foreign languages be successful. This is true at the local level, and it is equally true at the state, regional, and national levels.

In summary, all concerned need to keep in mind the great need

that exists for Americans proficient in a foreign language and the many careers that are available to them. And all concerned need to consider the various alternatives available for foreign language study, and make sure that the one, or the ones, best suited to their students' needs are provided for them. All concerned need to realize that full utilization of community resources, especially of native speakers, is an essential ingredient in any successful foreign language program. All concerned need to realize that on both the domestic and international scenes we can no longer afford to tolerate ignorance or lack of communication which breeds distrust, hatred, fear, and war. Ever-increasing numbers of Americans, both at home and abroad, consuls, diplomats, technical advisors, military men, tourists and businessmen, need proficiency in another language and an understanding of its culture. Americans can no longer afford to be accused of snobbishness and arrogance because they do not know the language and the culture of their foreign hosts or visitors. In an internationally and multilingually competitive society, Americans must be able to compete on equal terms with citizens of any other nation.

Language has been called a crude and not very precise tool. Nevertheless, it is the best tool we have for communicating with one another, for appreciating one another's culture, and for understanding one another. From the point of view of survival alone, nations must learn to understand other nations. Peoples must learn to understand other peoples. Man must learn to understand his brother, Man. And from the humanistic point of view, we as Americans, together with all other peoples of the world, need to realize that a person, a language,

a race, or a culture may be different without being inferior. This realization is the one distinguishing characteristic of an educated man, whether he has a Ph. D. or an eighth-grade diploma. It is through foreign language study - perhaps only through foreign language study - that these two ultimate objectives of mankind can be achieved.

FOOTNOTES

1. This paper deals primarily with modern foreign languages, but much of what is said about them would be equally applicable to Latin.
2. The first, second and fourth of these needs are adapted from the objectives of Career Education as stated on page 9 of the North Carolina Department of Public Instruction publication entitled "Career Education: A Report of the North Carolina Career Education Task Force."
3. Stern, H. H., ed. Foreign Languages in the Primary School. Hamburg, 1963, p. 15.
4. Hazard, Paul, "Le professeur de français," The French Review, Vol. XIV, February 1941, pp. 277-283.
5. See, for example, Elizabeth Anisfeld, "A Comparison of the Cognitive Functioning of Monolinguals and Bilinguals," Ph. D. thesis, McGill University, 1964. See also E. Peal and W.E. Lambert, "The Relation of Bilingualism to Intelligence" in Foreign Language Teaching, ed. J. Michel, 1967; or an older study by Dorothy Spoerl, "The Academic and Verbal Adjustment of College-age Bilingual Students," Journal of Genetic Psychology, 1944, pp. 139-157.
6. Parker, William Riley, "Why a Foreign Language Requirement," College and University, Winter, 1951.
7. Parker, William Riley, The National Interest and Foreign Languages, Washington, D. C., Department of State Publication No. 7324, U. S. Government Printing Office, March, 1962, pp. 47-48.
8. Parker, "Why a Foreign Language Requirement," College and University, Winter, 1951.

Footnotes

9. The United States had demanded Japan's unconditional surrender in the last days of World War II. The Japanese reply to this demand really meant something like, "Answer pending, subject to consideration." However, the reply was translated as a flat "No," and President Truman ordered that the first atomic bomb be dropped on Japan.

10. Benito Juarez, a full-blooded Zapotecan Indian, often called the Abraham Lincoln of Mexico, was the president of Mexico from 1861-1872.

11. Parker, William, The National Interest and Foreign Languages, Washington, D. C., Department of State Publication No. 7324, U. S. Government Printing Office, March, 1962, pp. 107-108.

12. For a complete listing of jobs available in other countries, order the third edition of International Teaching: Complete Overseas Opportunity Information and Employer Directory. Howard M. Faulkner, Publisher. P. O. Box 292, Gordon, Maine 04038

13. Related by Mrs. Christiane R. Buchanan, a native French teacher at Harris High School, Spruce Pines, North Carolina, whose brother was a member of the visiting group of French laundry owners.

14. Lester, Kenneth A., "Did you Know that?" Hispania, Vol. 55, No. 2, May 1972, pp. 352-354.

15. For complete information concerning the Academic Center for Latin American Studies write its director, Mr. Roy Phelps, Department of Foreign Languages, Campbell College, Buies Creek, North Carolina.

Footnotes

16. Farber, M. A. "U. S. Predicts 80% of Jobs Won't Require Degree," New York Times, June 28, 1970.

17. Ort, Barbara and Dwight R. Smith, "The Language Teacher Tours the Curriculum: New Horizons for F. L. Education," Foreign Language Annals, October 1969, pp. 28-74.

18. The first of such courses in the public educational system of North Carolina was started in the Winter Quarter, 1974-75, at Catawba Valley Technical Institute in Hickory. The professor is Mr. Clarence T. Fox, Jr.

19. Such a course, in Basic Spanish Conversation and Culture, has been offered by Pembroke State University, Pembroke, North Carolina. The response has been overwhelming.

20. The one and only Spanish FLES program in the public schools of North Carolina was started years ago at Pembroke Elementary School by Spanish majors from nearby Pembroke University. Those students worked under the direction of their department chairman, Mrs. Reba Lowry, and in full cooperation with the elementary school principal. The program is still flourishing today, with its own full-time teacher.